



## R Earle Davis Elementary

2305 Frink Street  
Cayce, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	432 Students	
<b>Principal</b>	Jesse Washington, III	803-739-4080
<b>Superintendent</b>	Venus J. Holland, Ed. D.	803-739-8399
<b>Board Chair</b>	Rick Shull	803-796-9172

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Below Average</b>
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

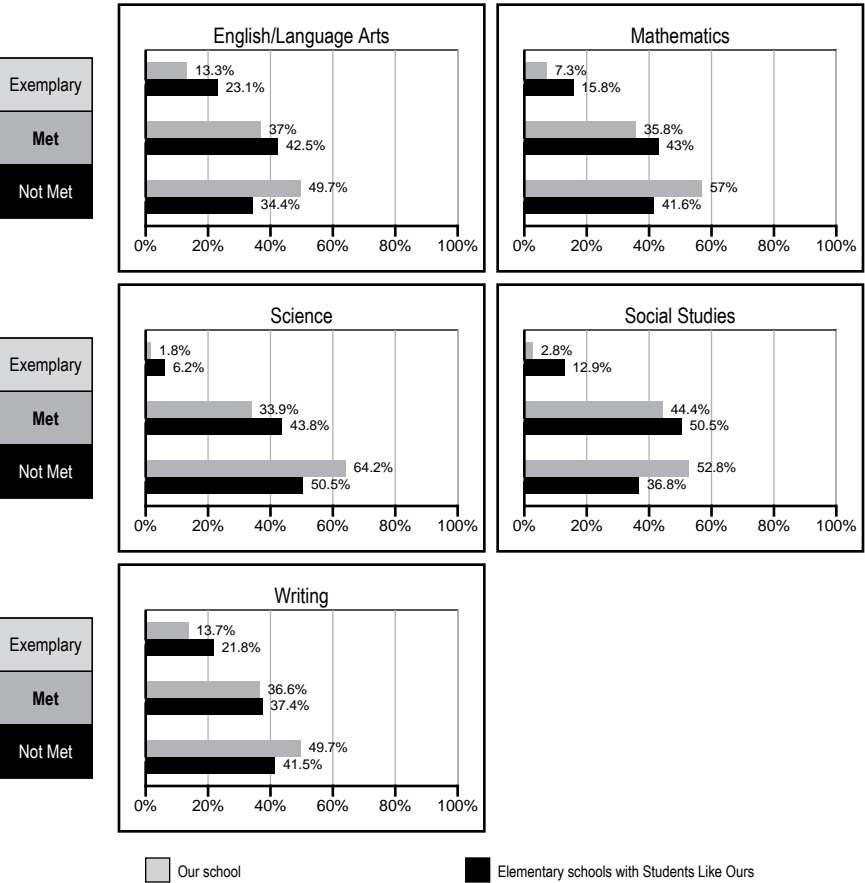
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	86	64	27

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=432)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.8%	2.7%	1.9%
Attendance rate	96.0%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	2.6%	Down from 4.6%	3.7%	10.0%
With disabilities other than speech	12.6%	Up from 11.0%	7.5%	7.7%
Older than usual for grade	1.2%	Up from 0.0%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	66.7%	Up from 60.6%	57.1%	59.4%
Continuing contract teachers	87.9%	Up from 78.8%	72.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 86.8%	82.9%	85.9%
Teacher attendance rate	95.1%	Up from 94.8%	95.2%	95.1%
Average teacher salary*	\$51,565	Up 4.7%	\$45,590	\$47,149
Professional development days/teacher	10.4 days	Down from 26.4 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 18.9 to 1	16.8 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,681	Up 5.1%	\$8,536	\$7,458
Percent of expenditures for instruction**	73.2%	Down from 73.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	71.3%	Up from 70.9%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Davis Elementary School for Technology completed a very successful school year by providing a quality education to 387 students in child development to fifth grade. Our school motto, "Making a difference in the lives of children" became a reality at Davis this year as we journeyed toward becoming a professional learning community. Our school district's focus on vocabulary allowed us to infuse writing into all subject areas. This concentration on writing was extremely valuable as we focused on the state's newly adopted standardized test, PASS. We maintained our technology integration by adding a multi-media dimension to our parent center. We continued to implement data-driven instruction through our school RESULTS focus, and continuous improvement of instruction to increase the proficiency of all students. The use of Measures of Academic Progress (MAP) data has been instrumental in addressing the specific needs of our students and charting the growth of our second through fifth grade students. We continued to implement a morning Students and Technology Achieving Results (STAR) program to accelerate the learning of students in reading and mathematics based on MAP data. Our Read 120 room focused on the needs of our first graders in literacy. Our students demonstrated tremendous growth in reading fluency and reading for meaning.

Trinity Baptist Church continued their adoption our school this year. Through this partnership, Trinity has supplied Davis with school supplies for our students. Twelve members of Trinity Baptist Church served as mentors for our students at Davis.

We had one instructional coach on staff this year. Our literacy coach worked with our teachers on the implementation of best practices through focus meetings, modeling, and by conducting a professional book study. She facilitated many staff development opportunities for our teachers. We also were fortunate enough to have an academic interventionist to work with our students this year. The interventionist worked specifically with students to enhance reading and math skills in small group settings.

Our world class celebrations would not be complete without special recognition for the support and dedication from our faculty, staff, students, parents, and community. Four students were selected for Southeastern American Choral Directors Association Children's Honor Choir. Our PTO and SIC continued to be an integral part of our school by supporting the implementation of the Dragon R.O.A.R., our school wide behavior and academic expectations. Thank you for your sharing your support as we continue to strive toward excellence here at Davis.

Jesse Washington III, Ph.D.  
Principal

Deborah Farmer  
SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	0	0
Percent satisfied with learning environment	78.9%	FORMS	FORMS
Percent satisfied with social and physical environment	80.0%	LOST IN	LOST IN
Percent satisfied with school-home relations	70.0%	SHIPMENT	SHIPMENT

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	186	100	49.7	37	13.3	70.3	82.1	82.8	Yes	Yes
<b>Gender</b>										
Male	99	100	57.6	36.5	5.9	61.2	77.5	79.3	N/A	N/A
Female	87	100	41.3	37.5	21.3	80	86.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	23	100	35	50	15	70	89	89.5	I/S	I/S
African American	154	100	52.2	35.5	12.3	70.3	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.9	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	88.4	9.3	2.3	32.6	49.7	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	54.1	32.6	13.3	66.7	74.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	186	100	57	35.8	7.3	58.8	79	78.9	Yes	Yes
<b>Gender</b>										
Male	99	100	58.8	35.3	5.9	55.3	76.5	77	N/A	N/A
Female	87	100	55	36.3	8.8	62.5	81.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	23	100	45	45	10	75	86.8	87.2	I/S	I/S
African American	154	100	60.1	34.1	5.8	55.8	66.4	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	100	N/AV	N/AV	N/AV	32.6	44.7	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	100	57.8	37	5.2	57.8	71.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	124	98.4	63.6	34.6	1.9	36.4	68	67.5
<b>Gender</b>								
Male	63	98.4	65.4	32.7	1.9	34.6	66.4	67
Female	61	98.4	61.8	36.4	1.8	38.2	69.7	68
<b>Racial/Ethnic Group</b>								
White	15	93.3	N/AV	N/AV	N/AV	46.2	79.7	79.5
African American	104	99	66.7	32.2	1.1	33.3	49.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	75	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	34	94.1	N/AV	N/AV	N/AV	7.1	37.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	100	99	67	30.7	2.3	33	56.3	55.1

<b>Social Studies</b>								
All Students	122	94.3	50.5	46.6	2.9	49.5	73.2	72.3
<b>Gender</b>								
Male	68	91.2	44.4	51.9	3.7	55.6	70.7	71.5
Female	54	98.2	57.1	40.8	2	42.9	75.7	73.2
<b>Racial/Ethnic Group</b>								
White	16	87.5	N/AV	N/AV	N/AV	58.3	80.5	80.7
African American	99	95	53.5	44.2	2.3	46.5	61.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	34	79.4	N/AV	N/AV	N/AV	40.9	41.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	104	93.3	50.6	47.1	2.3	49.4	65.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	191	95.3	47	38.6	14.5	53	68.3	70.2	96	95.8
Gender										
Male	101	96	65.5	24.1	10.3	34.5	59.9	63.2	95.8	95.8
Female	90	94.4	26.6	54.4	19	73.4	76.8	77.5	96.3	95.9
Racial/Ethnic Group										
White	23	95.7	71.4	19	9.5	28.6	76.1	79.1	94.7	95.6
African American	159	96.2	44.3	40.7	15	55.7	56.1	57.6	96.4	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	86.2	N/A	96.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.8	62.6	94.9	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	94.4	95.6
Disability Status										
Disabled	50	86	N/AV	N/AV	N/AV	10.8	23	26.1	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	59.2	61.2	94.9	96.2
Socio-Economic Status										
Subsidized meals	152	95.4	48.9	37.2	13.9	51.1	58.8	58.9	95.8	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	53.2	33.9	12.9	46.8
	4	60	100	46.2	36.5	17.3	53.8
	5	59	100	49	41.2	9.8	51
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	69.4	24.2	6.5	30.6
	4	60	100	42.3	48.1	9.6	57.7
	5	59	100	56.9	37.3	5.9	43.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	34	100	73.3	20	6.7	26.7
	4	60	100	N/AV	N/AV	N/AV	42.3
	5	30	93.3	N/AV	N/AV	N/AV	36
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	33	100	50	43.8	6.3	50
	4	60	88.3	N/AV	N/AV	N/AV	51.1
	5	29	100	54.2	41.7	4.2	45.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	70	87.1	59.6	26.3	14	40.4
	4	64	100	38.6	47.4	14	61.4
	5	57	100	42.3	42.3	15.4	57.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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